

Activity 8: Matching Indoor Air Pollutants with Their Sources

Grades K-3

Objective: Students will identify the sources and types of pollutants located in their school.

Duration: 2 Class Periods

Materials:

- ☐ Paper
- ☐ Coloring materials
- ☐ Worksheet of pollutants and sources
- ☐ Posterboard
- ☐ Tape

Vocabulary:

- ☐ Pollutant
- ☐ Hazardous
- ☐ Ozone
- ☐ Particulate
- ☐ Carbon monoxide
- ☐ Carbon dioxide
- ☐ Nitrogen oxides
- ☐ Sulfur dioxide

Focus Questions:

- ☐ What is pollutant?
- ☐ Can pollutants be hazardous to our health?
- ☐ What are examples of outdoor and indoor pollutants?
- ☐ What are the sources of these pollutants?

Activity Procedures:

Indoor air pollutants which are hazardous to our health can be commonly found in our schools.

1. Discuss the meaning of the word pollutant. Ask for examples of pollutants and discuss the difference of indoor and outdoor pollutants. Make a list of categories on the board of indoor and outdoor pollutants.
2. Discuss the sources of indoor and outdoor pollutants and make a list of sources.
3. Discuss some pollutants that exist in the school and make a list on the board.
4. Make copies of worksheet titled “Matching Indoor Air Pollutants to Their Sources”. Administer and explain to students that they need to connect the pollutants with its source by drawing a line between the two. They can use different colors to see the connections better.
5. After the students are finished, have some volunteers explain why they matched up what they did. If there is time remaining, they can color the pictures. Collect the worksheets for the next class period.

Second Class Period:

1. Return the students’ pollutants worksheet and split the class into groups. Assign each group to a different room in the school, preferably, those with potential pollutant sources.
2. Instruct each group to think of different pollutants and sources located within their room. Give the students 10-20 minutes for group discussion. Walk around to each group and listen to student ideas and give suggestions.
3. After the groups have finished, have one volunteer from each group talk about the potential sources which could occur in their assigned room.

Follow-up Questions:

- ☐ What are some examples of pollutants?
- ☐ What are some sources of pollutants?
- ☐ Can you name some pollutants commonly found in our school?
- ☐ Where are these pollutants located and what are the source?
- ☐ Is there anything we can do to help prevent these pollutants?